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ABSTRACT

This handbook was developed for students with disabilities applying to or attending St. Philip's College (Texas) and provides information about admission, how to register for classes, what kind of special services are available for students with disabilities, how to obtain services, and how to maintain services. First, summaries are provided of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Next, the mission statement of the College's Department of Educational Support Services (ESS) is presented. A question and answer format addresses common concerns about support services and about auxiliary aids and special equipment. Briefly described are other ESS services and the student grievance procedure. The next section focuses on the learning disabilities and psychological disabilities program and includes information on applying for admission and registering for classes, establishing services, the definition of learning disabilities (LD), common characteristics of college students with LD, and other ESS services for LD students. A section on interpreter services has similar information for students who are deaf or hard-of-hearing as well as guidelines for using an interpreter. The last section covers special needs services for students with physical, visual, and health impairments. Appended are samples of documents and forms used by ESS and campus maps. (DB)

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Handbook for Students with Disabilities

Educational Support Services

Handbook for Students with Disabilities
Revised - February 1995

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WELCOME

Welcome to St. Philip's College and Educational Support Services (ESS). We look forward to working with you and providing the assistance that will help you be successful at the College.

This handbook will give you information about attending St. Philip's College and about the services provided by this department. Specifically, you will find information about how to apply to the College for admission, how to register for classes, what kind of special services are available for students with disabilities, how to get services, how to maintain services, and many other details about the assistance we provide.

If you have any questions, or need more information, please contact us at the Sutton Learning Center, Room 302, or call us at (210) 531-3527 (Voice), or (210) 531-3514 (TDD)

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SECTION

504

A QUICK REFRESHER COURSE . . .

The Rehabilitation Act of 1973

Title V of the Rehabilitation Act of 1973 is generally regarded as the first "civil rights" legislation for persons with disabilities on the national level. Included within the various sections of that Title is a call for nondiscrimination in federal agencies (Section 501) and the establishment of the Architectural and Transportation Barriers Compliance Board (Section 502). Of direct importance to the postsecondary community are Sections 503 and 504.

Section 503. Section 503 mandates nondiscrimination on the basis of disability in employment in institutions and entities that receive federal financial assistance. Although Section 503 is not an affirmative action statute (i.e., there is no requirement to give preference in employment to qualified persons with disabilities), there is a mandate to actively encourage application and consideration for employment of disabled candidates.

Section 504. Section 504 is a program access statute. It requires that no otherwise qualified person with a disability be denied access to, or the benefits of, or be subjected to discrimination by any program or activity provided by any institution or entity receiving federal financial assistance. It is this Section 504 mandate that has promoted the development of disability support service programs in colleges and universities across the country over the last 15 years. Subpart E of Section 504 deals specifically with this mandate for institutions of higher education. While it does not require

that special educational programming be developed for disabled students, it does require that an institution (public or private) be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices in order to allow the full participation of students with disabilities in the same programs and activities available to nondisabled students.

Jarrow, Jane E. (1992). Title By Title. Columbus, OH: Association on Higher Education And Disability.

Americans
with
Disabilities
Act

A QUICK REFRESHER COURSE . . .

The Americans with Disabilities Act

Title I. Title I covers nondiscrimination in employment activities. It requires that employers not discriminate on the basis of disability in the recruitment, hiring, retention, or promotion of employees. Employment opportunities must be made available when it can be shown that, with or without reasonable accommodations, the individual can successfully perform the essential functions of the job.

Title II. Title II of the ADA is divided into two subparts. Subpart A requires that state and local government entities and programs be made accessible to persons with disabilities. Subpart B covers transportation and requires that public transportation systems be made fully accessible to and usable by persons with disabilities.

Title III. Title III covers the accessibility and availability of programs, goods, and services provided to the public by private entities. Although the act uses the term " public accommodations", it is used in the context of use by the public, rather than operation by a public entity. By definition, a public accommodation is privately owned, operated, and/or offered.

Title IV. Title IV requires that telecommunication services be made accessible to persons with hearing and speech impairments and has specific reference to the development of telecommunications relay systems and closed captioning technology. It has no direct relationship to institutions of higher

education, as all appropriate mandates for communication access referring to postsecondary settings are contained in Titles II and III.

Title V. Title V of the ADA contains a miscellaneous provision that applies to all of the other titles as well--in other words, employers, state and local government entities, and public accommodations covered by Title I, II, and III are also covered by the provision of Title V.

Jarrow, Jane E. (1992). Title By Title. Columbus, OH: Association on Higher Education And Disability.

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Educational Support Services

ESS Mission Statement

The Department of Educational Support Services strives to create a sensitive environment that is conducive to learning by providing multifaceted academic, personal and professional support to the students, staff, and faculty of St. Philip's College, as well as to the greater community.

Educational Support Services accomplishes its mission of assisting students in achieving both academic and personal goals through tutoring, special needs services, interpreting for the deaf, child care referrals and funding information, short and long term academic skills remediation, diagnostic assessment and follow - up, personal counseling, and grants development.

The Educational Support Services computer laboratories provide broad - based technological assistance for the above services including: skills remediation, computer literacy, office applications, tutorials, software development, innovative hardware and software applications, data base design and management, professional development workshops, aid to campus and district computer users, pilot studies for external corporations, support for research, and public presentations.

Educational Support Services responds dynamically to the multicultural student body and community it services and takes pride in advocating equal educational opportunities.

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

General Information about Educational Support Services

Questions about Services

Are support services available?

A variety of support services are available to a St. Philip's College student with a disability. These services may include, but are not limited to, interpreters, note taking paper, assistance with taped texts, reader/scribes, tape recorders, assistance with the registration process, adaptive equipment and test accommodations. **All services are elective and must be requested by the students.**

Arrangements for services may be made directly through Educational Support Services, Sutton Learning Center, Room 302. Services for students with disabilities are arranged through:

Rhonda Rapp.....Learning/Psychological Disabilities
Joel Villarreal.....Physical/Visual/Health Disabilities
Tony Wright.....Interpreter Services

All services should be requested in a timely manner.

How do I apply for services?

To receive assistance at St. Philip's College, you must register for services through Educational Support Services. Each service provider (Rhonda Rapp, Tony Wright, or Joel Villarreal) has individual documentation requirements that must be fulfilled to establish services and to continue services from semester to semester. (See specific chapter for specific information concerning establishing and maintaining services).

What should I expect in the classroom?

As a student with a disability, the teaching environment d[illegible] affects your ability to participate and to keep up with course work. Most necessary modifications are simple techniques which promote an increased participation by all students

Expect to maintain the standards that apply to <u>everyone</u> else in the course. With the exception of minor adjustments in presentation or requirements of the course, the content <u>will not</u> be altered. These adjustments are usually compensatory in nature, allowing you to bypass usual channels, but still obtain results similar to other students. Modifications should apply to course procedures and processes, not to course content.

You should request alterations in course requirements that directly confront the disabling condition. Being penalized for having a disability is unacceptable, as is expecting more than "**reasonable accommodations**" for the disability.

Who will be responsible for arranging accommodations?

Accommodations are a collaborative effort, and the student should take the lead role. While the law requires that an instructor adapt the course presentation/procedure to meet the unique needs of the student's disabling condition, adaptions of course procedures are not solely the instructor's responsibility, nor are they left up to the service providers of Educational Support Services (ESS). You bear the responsibility of making your abilities and limitations known to the appropriate person within ESS (Rhonda Rapp, Learning/Psychological Disabilities; Tony Wright, Interpreter Services; Joel Villarreal, Physical, Visual, Health Disabilities). You, and the designated person from ESS, will then decide <u>together</u> the best accommodations for you.

When should I talk with my instructor(s) about the accommodations that I will need?

Specific adaptations will vary according to the student and the severity of the disability. Therefore, it is important that you meet with the instructor early in the term to discuss your disability and the specific accommodations that you will require. You should schedule an appointment with the instructor before or during the first week of the semester.

How can I tell my instructor about my disability?

After you and your designated service provider have decided on the accommodation(s) that is appropriate for your disability, a disability letter will be prepared. This letter states those things that you are responsible for in the classroom, as well as the instructor's responsibilities (see samples in the appendix). You are given a copy for each of your instructors. A good time to discuss your disability and your accommodation(s) would be when you deliver the letters to your instructors.

I've been told that I should talk to my instructor(s) about my disability. What should I talk about?

Topics that generally need to be addressed with the instructor include: **classroom accessibility** and **seating, test taking, and tape recording procedures** (for students with learning disabilities, visual impairments, and mobility difficulties), **reproduction of written materials and visual aids** (for students with visual impairments and learning disabilities), and **lecture procedures,** such as lecture notes, or how to utilize an interpreter in the classroom (for students with hearing impairments and certain learning disabilities).

What if my instructor(s) asks questions about my disability?

If an instructor wishes to find out more information concerning your disability, information can be obtained from the Learning Disabilities Specialist, the Manager of Interpreter Services, or the Manager of Student Academic Support Services. This additional information can be obtained only **after you have given your written permission**.

What should I expect from Educational Support Services?

We believe that a person with a disability **can succeed** and **can take control** of his or her education. We believe that **self-advocacy** and **self-help** are the keys to **empowerment**. We believe that our role is to provide the student with information about services and accommodations that are available, to explain the procedures to be followed, to coordinate the options that are chosen and to act as liaison between the student and the College. We believe the **rest is up to the student**!

*What are **my** responsibilities at St. Philip's College?*

1) You are responsible for making the initial contact with the appropriate person(s) in Educational Support Services. It is advisable to make this contact **before** or **immediately** after the semester begins.

2) It is your responsibility to bring the most recent documentation of your disability to this initial meeting. This documentation helps us to select those accommodations which are the most appropriate for you.

3) You must come to Educational Support Services and request letters for your instructors, in person (requests will not be taken over the phone), each and every semester. It is your responsibility to bring a copy of your current schedule to your service provider so that the disability letters can be completed. Letters for your instructors take time to prepare. Therefore, you will not be able to pick-up your letters until **48 hours** after you place your request with the appropriate service provider.

4) You are responsible for notifying your service provider if you need more, fewer, or modified letters for your instructors. Sometimes your schedule will change in the first couple of weeks of class, and you may find that you do not have enough letters for all of your instructors. You will need to come back to Educational Support Services to get additional letters; or you may not wish for all of your appropriate accommodations to be listed on every disability letter. Thus you will need to convey the needed alterations to your designated service provider so that the changes can be completed.

5) If you have "**special**" testing accommodations as one of your accommodations, it is up to you to remind the instructor at least **48** hours in advance of the test so that "special" accommodations can be arranged.

6) **However**, if you need a **quiet room**, a **reader**, or a **reader/scribe** for a test, **YOU** are responsible for making these additional arrangements directly with Educational Support Services. You will need to talk to the Manager of Student Academic Support Services and let him know what your testing requirements are. The arrangements **must** be made at least **48 hours** before you are scheduled to take the test.

7) Unless special arrangements have been made between you and your instructor, you are required to start the test at the same time as everyone else in the class. If you have made arrangements to take the test in ESS (Sutton Learning Center, room 302) and you are late, you will be required to have your instructor sign a release form saying he/she will allow you to start the test late.

8) If receiving "instructor's notes" is one of your accommodations, then **you** are responsible for making any copies of the notes that are necessary. The only responsibility of the instructor is to make the notes available to you, so that you can either make your own notes from the instructor's copy, or so that you can make a copy of the instructor's notes using one of the copiers on campus. Neither the instructor nor Educational Support Services is responsible for making copies for you. **Making copies of the Instructor's Notes is your responsibility.**

9) If you are not receiving all of your accommodations or if you believe you are being discriminated against, it is your responsibility to let your service provider know immediately after the incident has occurred. Days, weeks and/or semesters, later decreases the chances of the situation being resolved in a timely fashion. If you do not care to talk to your service provider (for whatever reason), but do want to report the incident, you may contact the ADA Coordinator on campus, Patricia Candia at this time. She can be reached at 531-3243.

General Information about Educational Support Services

Questions About Auxiliary Aids and Special Equipment

What types of auxiliary aids and devices does St. Philip's College provide to students with disabilities?

Educational Support Services makes the usual cadre of aids and devices available to students with disabilities. Available auxiliary aids include:

Tape Recorders
VisualTeks
Bookcarts
Amigo
Braille Printer
Large Visual Display Computers
Talking Calculator
Franklin Electronic Speller
Books on Tape
Lighted Magnifying Glass

Will I be able to check out equipment and use it in my classes?

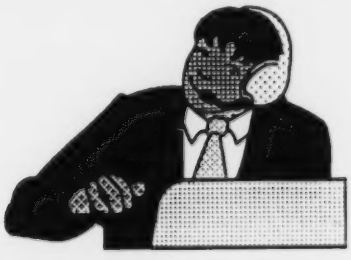
Some equipment can be checked out on a loan basis. Other pieces must be used in SLC (Sutton Learning Center, room 302. See next paragraph for those items that can be checked - out)

What auxiliary aids can be checked out while I'm on campus?

Tape recorders, bookcarts, the Amigo, talking calculator, and Franklin Speller can all be checked out for use while you are on campus. We are unable to allow the removal of these items from the campus, (unless you are in a class that ends after our offices close; then the auxiliary aid borrowed will have to be returned the next day) as they must be available (when not being used on campus) to other students. Also, although we have tape recorders available for use in the classroom, you are responsible for providing the tapes to use in the tape recorder.

How do I check out auxiliary aids at St. Philip's College?

All auxiliary aids may be checked out through the Educational Support Services (ESS) Receptionist, SLC 302. If you are checking out an aid that will be returned the same day, you must sign - out the item and **leave** your driver's license or state identification card until you return the auxiliary aid. If you are in a class that ends after ESS closes, you must leave your St. Philip's College ID card after signing for the item, and upon return of the item the next day, you can retrieve your card.



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Will St. Philip's College provide other specialized equipment such as wheelchairs or hearing aids?

The College cannot provide <u>any</u> personal equipment. Students are expected to have their own wheelchairs, hearing aids, and other personal adaptive equipment.

How about books on tape?

On a **limited** basis, Educational Support Services is able to provide taped texts for students who are blind or have a print-handicapped learning disability. Also, written materials, such as class syllabi or instructional directions, can be read to the student or recorded for the student by readers employed by ESS. The Learning Disabilities Specialist and the Manager of Student Academic Support Services can assist a qualified student (both visually impaired and some learning disabled students who are qualified) in getting books on tape through Recordings for the Blind (RFB) in Princeton, N.J. (see appendix for sample of application). To obtain more information or to pick up paper work for Recording for the Blind, contact Rhonda Rapp or Joel Villarreal in SLC, room 302.

Students who are eligible for services through the Commission for the Blind should seek out this resource as a means of getting printed materials read or brailled. (See the Resource List at the end of the handbook for information on how to contact the Commission.)

How do I go about finding a qualified reader?

The Manager of Academic Support Services, Joel Villarreal, provides readers for those students who request a reader for tests or for other occasions. To obtain the use of a reader on

a test, you must make the request (for a reader) 48 hours prior to the test. If assignments, syllabi, applications, etc. need to be read, we prefer some advance notice so that a reader can be available; however, we will make every attempt to provide this service without prior notice.

About how long will I have to wait for my books on tape?

If the book is being read by a reader employed by St. Philip's College, we request a week's notice on every chapter you need read.

If you are utilizing Recording for the Blind, and if the book is already available on tape, it may take only a few weeks for the book to be copied and sent to you in the mail. However, if the book is not available on tape, it may take from six weeks to a few months to have it recorded **after** Recording for the Blind receives the book from you.

It is crucial that requests for taped books be made in a timely manner. Advanced planning is the key to having the books available **on the first day of class**.

Will I have a notetaker for my classes?

Educational Support Services can provide a special paper (NCR) which allows volunteer notetakers to assist students who are unable to take notes for themselves. It is your responsibility to get this paper from ESS. It is also your responsibility to ask another student in the class to volunteer to share his or her notes with you. The instructor **may** assist you in locating such a classmate. If you are unable to get a notetaker, let your designated service provider at Educational Support Services know right away.

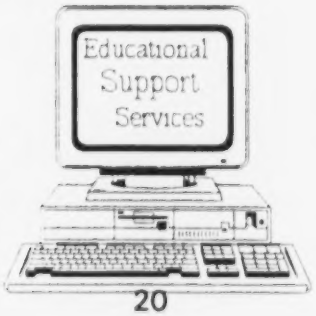
Other ESS Services Available to Students with Disabilities

Tutoring:

Tutoring is provided **FREE** for all St. Philip's College students in most content areas through Educational Support Services (ESS). Most tutoring is conducted in small groups, but one-to-one tutoring can also be provided on a **limited** basis with prior arrangement. Tutors are located in Sutton Learning Center (SLC), room 302. Call 531-3527 for more information.

Labs:

There are several computer labs located in Sutton Learning Center. These labs are used by most of the reading, English, and mathematics classes. However, **Room 302** has an "open" computer lab, which is available for students who need to use a computer to work on a paper or complete an assignment. Using a computer to write papers is often the accommodation a student with a disability finds most helpful. The computers are equipped with spell checkers and thesauruses to help you construct better papers than you could by trying to write one out with a pencil or a pen. Room 302 also has computers with adaptions for students with disabilities such as, "large print" screens and a computer with a brailler attachment which can produce brailled documents. **And if you don't know how to use a computer, we'll teach you that too!**



Vocational Success Program:

The Vocational Success Program presents **FREE** Mini-Workshops throughout the academic year.

Topics include:

Problem Solving	**Time Management**
Effective Study Techniques	Learning Styles
Dealing w/Math Anxiety	**Memory Techniques**
Overcoming Test Anxiety	Reading for Learning
Improving Concentration	**Note-Taking Skills**
Test-Taking Strategies	Stress Management
Successful Communication	**Creativity**
College Success	Problem Solving

All mini-workshops are **FREE** and are open to all St. Philip's College students. The sessions are usually held on Monday and Tuesday, but can be scheduled for a more convenient time by special arrangement. Call 531-3544, or come by room 302 of the Sutton Learning Center, for more information.

Student Grievance Procedure

1) If a situation occurs in which a student believes that he or she was treated unfairly by a staff or faculty member or a college administrator, the student should schedule a conference with the individual in an attempt to resolve the problem.

2) A student grievance should be initiated as soon as possible after the incident upon which the grievance is b a s e d . Therefore, the student should not wait longer than thirty (30) days after the occasion for which the grievance arose before seeking a conference with the individual involved. The student may seek assistance from the campus ombudsman, or ADA coordinator, in resolving the complaint.

3) After the conference with the individual staff, faculty member or administrator invoived, if the student believes that a problem still exists, the student must consult with the individual's supervisor within five (5) working days subsequent to the initial conference.

4) The student must file a written grievance containing a full description of the problem and the remedy requested with the supervisor. Copies of this grievance will be retained by the student, the individual accused and the supervisor.

5) The supervisor may individually and separately hear the grievance from the student and staff, faculty member or administrator involved, or may have a joint meeting to hear the grievance. After hearing both sides of the problem, the

supervisor may request that the student and individual meet with the supervisor again in order to reach an acceptable resolution. The supervisor may involve a higher level administrator at any point in the process for assisting in resolution of the complaint.

6) If an agreement is not reached in the above - described conferences, the supervisor and/or higher level administrator will affirm or deny the grievance within five (5) working days subsequent to the conference.

   (A) If the decision is to affirm the individual staff, faculty member or administrator's position, the student may appeal to the next higher administrative level (usually the college vice president).

   (B) If the decision is to affirm the student grievance and to recommend that the individual accused reverse his/her decision, the supervisor must meet with the individual and provide him/her written explanation. To affirm a student grievance, the supervisor must have adequate cause.

7) If either the student or individual involved is dissatisfied with the vice president's decision, he or she may appeal to the president within five (5) working days of the date of the vice president's decision. A complete record of the grievance will be forwarded to the president by the vice president. The president and the vice president will meet with the student and the individual accused. After hearing both sides and reviewing the record, the president will render a decision affirming or denying the grievance. If the decision is to affirm the student grievance and recommend

that the individual reverse his/her previous decisions, the president must meet with the vice president and individual and provide a written explanation of his/her decision. To affirm a student grievance, the president must have adequate cause. The decision of the president is final.

**** This procedure does not apply to matters more appropriately considered under the Academic Grievance Procedures or as an appeal of the Student Code of Conduct disciplinary procedures.**

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LEARNING AND PSYCHOLOGICAL DISABILITIES PROGRAM

Learning Disabilities Program

St. Philip's College provides a wide variety of services for students with learning disabilities and/or for students who think they may have a learning disability. All services are FREE to every St. Philip's student.

Services include, but are not limited to:

- Assistance through the registration process.
- Assistance with selecting courses each semester.
- Arranging accommodations in the classroom.
- Providing diagnostic testing for students who think they have a learning disability and re-testing for previously identified students.
- Providing training in compensatory skills training.
- Helping students transition from high school to college.
- Providing a study skills class exclusively for students with learning disabilities.
- Tutoring services (both group tutoring and individual tutoring)
- Helping students seek supplemental services (i.e., books on tape from Recordings for the Blind).
- Acting as liaison between student and instructor(s).

Applying for Admission and Registering for Classes

If you are attending St. Philip's College for the first time, you will need to bring your high school transcripts or your GED scores. You will then need to pick up an admissions packet from the Admissions Office and make arrangements to take the Pre-TASP, a placement test, before you can finish the enrollment process.

The Pre-Tasp is given at various times throughout the week in the Assessment Office (located inside the Counseling Office, SLC 120), which can be found on the first floor of the Sutton Learning Center. To find the times of the test, you can call the Counseling Office at (210) 531-3530.

The Pre-Tasp test is given to find out the level of reading, mathematics, and English skills you possess. The results of this test will indicate which English, mathematics, and/or reading class in which you need to enroll. As an individual with a learning disability, you may wish to request to take the Pre-Tasp with accommodations. Possible accommodations include, but are not limited to: extra time to finish the test, having someone read the test to you, using a calculator on the test, and taking short, frequent breaks. To set up accommodations for the Pre-Tasp, you must bring a copy of your latest learning disability assessment to the Learning Disabilities Specialist, Educational Support Services, Sutton Learning Center, room 302.

After you receive your Pre-Tasp results and have filled-out your admission packet, you can then speak to an advisor and/or the Learning Disabilities Specialist about possible courses you can take during the semester. You may want to work directly with the Learning Disabilities Specialist as you will receive extra assistance during the registration/enrollment process

After you have your courses keyed into the computer by your advisor or the Learning Disabilities Specialist, you can then proceed through the registration process as outlined in the course schedule for that semester.

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Establishing Services

If You Know You Have A Learning/Psychological Disability

Applying for Services:

If you are coming to St. Philip's College for the very first time, your first step will be to arrange an appointment to see the learning disabilities specialist, **Rhonda Rapp**, Sutton Learning Center, room 302, (210) 531-3474.

You must bring documentation (results of an assessment) of your learning/psychological disability or disabilities to this meeting. Acceptable forms of documentation include:

- Testing results from your high school
- Assessment results from Texas Rehabilitation Commission
- Results from a private psychologist or diagnostician
- Assessment report from a neurologist or other medical doctor
- Diagnostic results from any branch of the armed services

At this meeting the learning disabilities specialist will discuss with you the services and accommodations at St. Philip's College that seem the most appropriate for your disability, and will acquaint you with the rest of the process for securing those services. Enrollment assistance will also be discussed, as well as information about possible majors, and the admissions requirements of the College.

If You Think You have a Learning Disability

If you are a student of St. Philip's College and you have trouble learning, then you are eligible to apply for diagnostic testing for a learning disability.

There are several steps to the assessment process:

- First you must pick up a questionnaire in SLC 302 from **Rhonda Rapp**, her secretary, or the receptionist.
- Upon returning the questionnaire, you will be given an appointment for an interview (see example of questionnaire in the appendix).
- During the interview, you and the learning disabilities specialist will go over the questionnaire and a date or dates will be set for the assessment itself.
- Testing takes an average of 5 to 8 hours, and rarely takes place in one session or on one day. Usually, testing sessions will be 1, 2, or 3 hours in length, and you will require 2 or more sessions to complete the assessment battery.
- During the testing sessions, you will be asked to complete a variety of tasks like handling puzzles, writing sentences, and working math word problems.
- Several days after the completion of all the tests, you will meet back with the learning disabilities specialist to discuss the results of the assessment.

- If test results do not indicate a learning disability, the specialist will go over the results and explain your strengths and weaknesses as indicated by the results.

- If the test results do indicate a learning disability or disabilities, the specialist will go over the test results and then explain the disability or disabilities that were identified during the testing. The specialist will then discuss those accommodations that are the most appropriate for you, and how they will help you "work around" your disability.

- The specialist will also prepare disability letters for each of your instructors (see example in appendix).

- This letter will explain to your instructor the things that you are going to do in the classroom, how you learn best, and what accommodations he/she needs to provide to help you "work around" your learning disability.

- It is your responsibility to deliver these letters to the instructor in each of your classes, and to explain your needs in the classroom and on tests.

So...how do you know if you are having learning problems severe enough to suggest that you might need to come to SLC 302 to start the assessment process?

Information on the next few pages explains learning disabilities and how they interfere with the learning process. Read through them and see if you have experienced, or are experiencing, any of the problems listed.

NJCLD Definition on Learning Disabilities

Learning Disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, and occur across the life span.

Problems in self - regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability.

Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences.

Adapted from, National Joint Committee on Learning Disabilities (1988). Learning disabilities: Issues on definition. Unpublished manuscript.

COMMON CHARACTERISTICS OF COLLEGE STUDENTS WITH LEARNING DISABILITIES

Following are characteristic problems of college students with learning disabilities. Naturally, no student will have all of these problems.

Study Skills

- Difficulty/inability to change from one task to another easily
- No system for organizing notes and other materials
- Difficulty scheduling time to complete short and long-term assignments
- Difficulty completing tests and in-class assignments without additional time
- Difficulty following directions, particularly written directions

Reading

- Difficulty reading new words, particularly when sound/symbol relationships are inconsistent
- Slow reading rate - takes longer to read a test and other in-class assignments
- Poor comprehension and retention of material read
- Difficulty interpreting charts, graphs, scientific symbols
- Difficulty with complex syntax on objective tests

Writing

- Problems with organization and sequencing of ideas
- Poor sentence structure
- Incorrect grammar
- Frequent and inconsistent spelling errors
- Difficulty taking notes
- Poor letter formation, capitalization
- Inadequate strategies for monitoring written work

Math

- Difficulty with basic math operations
- Difficulty with aligning problems, number reversals, confusion of symbols
- Poor strategies for monitoring errors
- Difficulty with reasoning
- Difficulty reading and comprehending word problems
- Difficulty with concepts of time and money

Oral Language

- Difficulty concentrating in lectures, especially 2-3 hour lectures
- Poor vocabulary, difficulty with word retrieval
- Problems with grammar

Interpersonal Skills

- Impulsivity
- Difficulty delaying resolution to a problem
- Disorientation in time - misses class and appointments
- Poor self-esteem

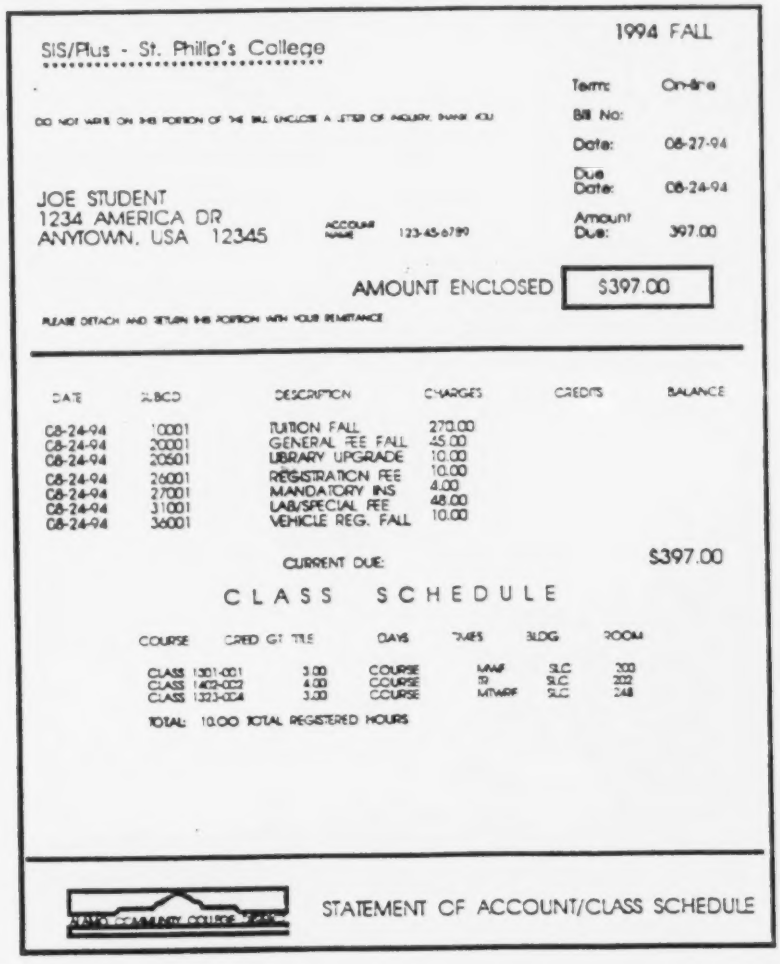
Adapted from Adelman & Olufs/AHSSPPE, 1990

Maintaining Services

Once you have your initial meeting with your service provider (the learning disabilities specialist, Rhonda Rapp), there are two things that you must do in order to maintain your services:

1. Provide your service provider with a copy of your class schedule at the beginning of each semester so disability letters can be prepared for your instructors.

2. Keep your service provider informed about your academic status and needs.



SIS/Plus - St. Philip's College

1994 FALL

Term: On-line
Bill No:
Date: 08-27-94
Due Date: 08-24-94
Amount Due: 397.00

DO NOT WRITE ON THIS PORTION OF THE BILL ENCLOSE A LETTER OF INQUIRY. THANK YOU

JOE STUDENT
1234 AMERICA DR
ANYTOWN, USA 12345

ACCOUNT NUMBER 123-45-6789

AMOUNT ENCLOSED $397.00

PLEASE DETACH AND RETURN THIS PORTION WITH YOUR REMITTANCE

DATE	SUBCD	DESCRIPTION	CHARGES	CREDITS	BALANCE
08-24-94	10001	TUITION FALL	270.00		
08-24-94	20001	GENERAL FEE FALL	45.00		
08-24-94	20501	LIBRARY UPGRADE	10.00		
08-24-94	26001	REGISTRATION FEE	10.00		
08-24-94	27001	MANDATORY INS	4.00		
08-24-94	31001	LAB/SPECIAL FEE	48.00		
08-24-94	36001	VEHICLE REG. FALL	10.00		

CURRENT DUE: $397.00

CLASS SCHEDULE

COURSE	CRED	GT	TITLE	DAYS	TIMES	BLDG	ROOM
CLASS 1301-001	3.00		COURSE	MWF		SLC	200
CLASS 1409-002	4.00		COURSE	TR		SLC	202
CLASS 1323-004	3.00		COURSE	MTWRF		SLC	248

TOTAL: 10.00 TOTAL REGISTERED HOURS

ALAMO COMMUNITY COLLEGE DISTRICT

STATEMENT OF ACCOUNT/CLASS SCHEDULE

Other ESS Services Available to Students with Learning Disabilities

Study Skills Class:

College is one of life's most demanding investments. **Be prepared!!** A study skills class is offered that helps you learn how to survive and thrive in college (HUMD 0310).· One section of this study skills class is exclusively for learning disabled students and is offered each semester at St. Philip's College.

The class focuses on:

- Organizational Techniques
- Self Advocacy
- Note-Taking Skills
- Writing Papers
- Creativity
- Test-Taking Strategies
- Memory Techniques
- Time Management
- Math Study Skills
- Reading Strategies

Support Group:

A support group for students with learning disabilities has formed. The group meets, on a regular basis, to discuss and "work-through" issues that have arisen because of the individual's disability. The group is governed by the participants, and the Learning Disabilities Specialist functions as the group's facilitator.

Labs:

There are several computer labs located in SLC. These labs are used by most of the reading, English, and Mathematics classes. However, **Room 302** has an "open" computer lab, which is available for students who need to use a computer to work on a paper or complete an assignment. Using a computer to write papers is often the accommodation a student with a writing disability finds most helpful. The computers are equipped with spell checkers and thesauruses to help you construct better papers than you could by trying to write one out with a pencil or a pen. **And if you don't know how to use a computer, we'll teach you that too!**

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INTERPRETER

SERVICES

Interpreter Services

Interpreter Services is the service that Deaf and Hard - of - Hearing students at St. Philip's use most. Interpreters are available to interpret for you in the classroom during your teachers' lectures, for tutoring sessions with tutors who do not know sign language, for appointments with your teachers, counselors, advisors, and other staff persons of the College, and for special events that take place at the College. **Tony Wright**, Sutton Learning Center, Room 304a, (located inside room 302) is the person to contact for more information about interpreter services.

Tutoring is available for all students at St. Philip's College. The Department of Educational Support Services also hires tutors who are skilled in sign language to work with deaf students. If there are no signing tutors available to tutor a particular subject area, deaf students may use a non - signing tutor with an interpreter. **Joel Villarreal**, room 304a, is the person to contact for more information about tutoring services.

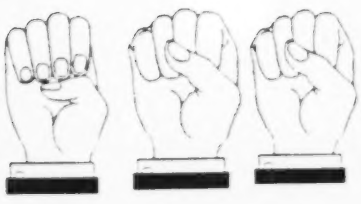
You are entitled to receive **lecture notes** from your instructor in each of your classes for each lecture. This is a policy of the College, and the Interpreter Services Manager can give you a letter to give to each of your instructors explaining to them that you are entitled to this service. This same letter will explain to your instructor that you are entitled to an interpreter in your class, **extended test - taking time**, and other special services. (See appendix for example)

Notetakers are only available for students who may need notes taken during lab times when the instructor does not lecture. If this service is needed, you may contact **Joel Villarreal**, room 302.

Applying for Admission and Registering for Classes

If you are coming to St. Philip's for the very first time, your first step will be to go to Sutton Learning Center, room 302 (Educational Support Services). There you may work directly with the Interpreter Services Manager, Tony Wright or he will arrange for an interpreter to be with you when you talk to any of the other academic advisors at the College. If you decide to complete your enrollment/registration with Tony in Educational Support Services, he will assist you in picking out possible courses for the up - coming semester and will key into the computer your course selections. After you have your courses keyed into the computer by your academic advisor or the Manager of Interpreter Services, you can then proceed through the registration process as outlined in the course schedule for that semester.

Once you have registered for classes, you should go to the third floor of the SLC building, to room 302, to see the Interpreter Services Manager about signing up for interpreter services. This is also the office where you can find out about other special services that the college provides for deaf and hard - of - hearing students (see ***Establishing Interpreter Service***, and ***Special Services for Deaf Students***, for more information).



Establishing Services

When you begin a new semester at St. Philip's College, you must do two things in order to get interpreters for your classes:

1) You must give the Interpreter Services Manager (Tony Wright) a **copy of your schedule** so that he can assign an interpreter for each of your classes. You should give the Interpreter Services Manager a copy of your schedule as soon as possible, probably right after you register for classes. It is also a good idea to register for your classes as early as possible (ie., Early Registration instead of Late Registration) so that we can plan to have an interpreter in your class well ahead of time.

2) Keep your service provider informed about your academic status and needs.

At St. Philip's College, we never just ***assume*** that you need an interpreter; if you do not request an interpreter, no interpreter will show up. For example, if you do not give the Interpreter Services Manager a copy of your schedule at the beginning of the semester, nobody will know that you need an interpreter, and no interpreter will show up for your classes. For your scheduled classes, you may request an interpreter one time at the beginning of the semester, and an interpreter will show up in that class for the rest of the semester. If you decide later that you do not need an interpreter for a particular class, please inform the Interpreter Services Manager. Also, if you cancel your interpreter services in a class, and then later decide that you do need an interpreter again for that class, please inform the Interpreter Services Manager immediately.

If you need an interpreter for something outside of class, such as going to see your counselor or instructor, or going to talk to someone at the Financial Aid Office, you may request an interpreter by talking to the Interpreter Services Manager. Please try to request an interpreter at least one day before you will need one. For example, if you need an interpreter for a meeting with your instructor on Tuesday, you should ask the Interpreter Services Manager for an interpreter on Monday, if possible. If you wait until the last minute to request an interpreter, there may not be an interpreter available for you.

Throughout the year, there are often special events that take place at St. Philip's College, such as noon concerts near the cafeteria or guest speakers in the Heritage Room. We do not automatically schedule interpreters for these events unless someone specifically requests one. If you notice one of these events advertised and would like to attend, we will provide you with an interpreter if you inform us in advance, and if there is an interpreter available at that time.

If you need to make a voice telephone call from St. Philip's College through an interpreter, please inform the Interpreter Services Manager. We will provide you with an interpreter for your telephone call, if there is one available.

Please note that St. Philip's College only provides interpreter services for assignments that relate to St. Philip's College business. If you need an interpreter for an assignment outside of College business, such as a trip to the doctor, St. Philip's College is not responsible for providing you with an interpreter for this kind of situation; however, the Interpreter Services Manager will give you information about getting an interpreter from the local agencies which provide interpreter services.

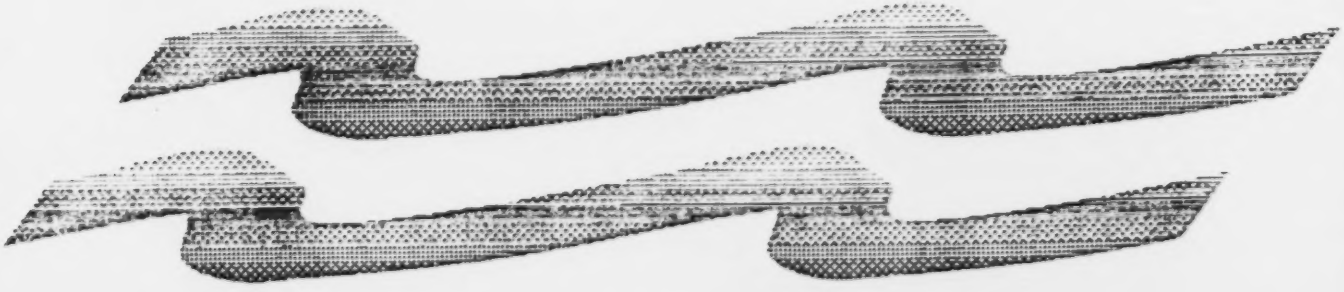
Using Your Interpreter Effectively

In order for you to succeed at St. Philip's College, you will need to know how to use your interpreter so that you receive the most benefit from having one in your class. It is very important for you to understand your interpreter's job and what your interpreter should do for you.

Your Interpreter's Responsibility

Your interpreter is responsible for interpreting communications between you and any hearing person you need to talk with at St. Philip's. This includes interpreting your class lectures, interpreting for your meetings with instructors, counselors, advisors, or other staff members of the College, and interpreting at special events that take place on campus. Your interpreter should sign everything that a hearing person says to you, and should voice everything you say to a hearing person.

Please note that your interpreter's only responsibility is to ***interpret*** for you. Interpreters are not counselors, or tutors, or teachers. For example, if you need help with your English assignment, or if you need help understanding your math lesson, you should not ask your interpreter to help you. Instead, you should ask a tutor for help. Likewise, if you need help to decide what classes you should take next semester, you should not ask your interpreter for that kind of help. Instead, you should ask your counselor or advisor for help with your schedule. You interpreter is responsible for ***interpreting only***.



Using Your Interpreter

Outside of Class: At the beginning of each new semester, it is a good idea for you to have a short meeting with each of your interpreters to talk about sign vocabulary for your class. This is especially important if you are taking a very technical class, such as Electronics or Drafting. You are responsible for meeting with your interpreters and setting up vocabulary for your classes.

Your interpreter may ask to meet with you if he or she is having a problem interpreting your teacher's lecture because of special vocabulary. If you do not help your interpreter by having meetings to discuss vocabulary items, your interpreter will not be able to do a good job, and you may not do as well in your class.

In Class: You will get the most benefit from your interpreter if you look at your interpreter almost all of the time in class. Some deaf students try to look at their book during the teacher's lecture, or try to copy everything the teacher writes on the board. This is really not a very good idea, because if you do not watch the interpreter, you will miss a lot of important information. For example, if you are trying to copy everything from the board while your teacher is talking, the teacher might announce a test for the next class period. You would miss that information, walk into class the next class day, and be surprised to find that there will be a test you didn't study for! Yes, the interpreter did interpret what the teacher said, but you weren't watching. Remember that your teacher is responsible for giving you a copy of his or her lecture notes for every class period, so you shouldn't have to copy things from the board.

If you have a question about something the teacher is saying in his or her lecture, you should raise your hand, get the teacher's attention, and ask your question. You should not try to ask the interpreter questions about the teacher's lecture, because your

teacher will continue to talk while you and the interpreter are talking, and you will miss important information.

Some students are tempted to talk to their interpreter during class. This is not a good idea, because your interpreter is trained to voice everything you say in class. If you sign something, your interpreter will usually voice what you said so that the teacher and other students can hear what you are saying. The only time that an interpreter will ***not*** voice something you sign is when it is clear that you wish to talk with the interpreter about some interpreting matter, such as what sign to use for a vocabulary item, or where the interpreter should sit in class so you can see him or her better. However, if you say something that does not relate to an interpreting matter, such as talk about the weather or your plans for the weekend, the interpreter will probably assume that you are talking to the teacher, and will voice what you are saying so the teacher can hear it. This will also happen if you sign to another deaf student in class. You may mean what you sign to be private, but if the interpreter can see it, the interpreter will voice it. You should think about this beforehand, and if you want to sign something you don't want the interpreter to voice, make sure the interpreter can't see what you are signing.

Sometimes students try to keep the interpreter from voicing something in class by telling the interpreter, "Don't voice this..." and hearing instructors sometimes also try to keep the interpreter from interpreting something by saying, "Don't sign this..." But the interpreter is required to voice everything said and signed by both the deaf and hearing people in the interpreting situation.

If you miss information in class because you arrived late, or because you were not watching the interpreter while the teacher was talking, you cannot expect the interpreter to tell you what the teacher said. This is not your interpreter's responsibility. Also, you cannot expect your interpreter to remind you about information you forgot. For example, if you forget when your English paper is due, you should ask your teacher, not your

interpreter. If you ask your interpreter, he or she will probably refuse to answer your question, and will suggest that you ask your teacher. This is because your interpreter might have forgotten the information also, and he or she does not want you to get the wrong information.

In general, if you have any kind of problem with your interpreter, or if you are not satisfied with the interpreter services you are receiving, you may contact the Interpreter Services Manager in SLC Room 304a, telephone 531-3514 (V/TDD).

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Keeping Interpreter Services Established

Once you have an interpreter set up for each of your classes, there are two things which you must do in order to keep your interpreter service:

1. Sign "Contact Summary Logs".
2. Keep your interpreter informed about your class status, location, etc..

Contact Summary Logs

"Contact Summary Logs" are the green or blue forms that interpreters must turn in to the Interpreter Services Manager. You must sign a Contact Summary Log each week for each of your classes. Your signature on this form is proof that your interpreter actually showed up in class and interpreted for you. If you do not sign the Contact Summary Log, St. Philip's College has no way of proving to the federal government that we provided you with interpreter service. (See appendix for sample)

Class Status

The interpreter assigned to cover your class will meet you in your classroom. However, after ten minutes have passed, if you are not in class, the interpreter will leave. Your interpreter is not allowed to return to your class until the next class period.

For example, if you show up for your English class twelve minutes late, your interpreter will already be gone. You cannot go and find your interpreter and bring him or her back to class with you. Your

interpreter will not go back to class with you because he or she does not want to disturb the class by leaving and coming back again.

If you know that you will be late for a class, and you call your interpreter at the office beforehand, you must inform your interpreter what time you will arrive for class. It is not enough to say, "I'll be late, please stay and wait for me in class." You must let the interpreter know what time he or she should show up for your class. If you don't, the interpreter will not wait for you.

If you are absent from your class for more than three days in a row, your interpreter will inform the Interpreter Services Manager. The Interpreter Services Manager will then try to contact you to find out if you are still enrolled in that class. If you cannot be contacted, and you do not inform the interpreter or the Interpreter Services Manager about your absence, the Interpreter Services Manager will assume that you have dropped the class and do not need an interpreter any more. And in turn, no interpreter will show up for the class in the future. If you have missed more than three classes, but you are still enrolled in the class and you still want an interpreter for that class, you will need to inform the Interpreter Services Manager so that you can get an interpreter to start coming to the class again.

If the time or place of your class changes, you need to inform the interpreter of the changes. For example, if your class is going on a field trip to a museum, you must inform your interpreter about when the field trip will be, where your class will go, etc. If the new time for your class conflicts with another class that your interpreter must interpret, and your interpreter cannot go to your class at the new time, you must inform the Interpreter Services Manager so that he or she can try to find another interpreter. You should inform the Interpreter Services Manager as soon as possible; if you wait until the last minute, we cannot promise that you will have an interpreter.

NOTE: This policy is also true for final tests! Final tests at the end of the semester sometimes take place in a different place or at a different time than the regular class time. Discuss this with your interpreter and make sure you have made interpreting arrangements for finals!

Also, don't just assume that your interpreter knows about a change in the class time or place just because he or she was interpreting in your class while the teacher was talking about it. You need to discuss with your interpreter what you are going to do about getting an interpreter even if the interpreter heard what the teacher was saying.

If your interpreter does not show up in class when he or she is supposed to be there, please contact the Interpreter Services Manager as soon as possible. He or she will try to find out what the problem is and get you an interpreter quickly. Sometimes interpreters are sick, have family emergencies, or cannot go to class for other reasons, but we will always try our best to get a substitute interpreter for your class.

SPECIAL NOTE:

If you register for classes at St. Philip's College, and then you decide to drop one class, or all of the classes, you need to discuss the change with your teacher and also with the Office of Admissions and Records. Some students just decide not to go back to class again, but they never inform the college about what they have decided to do. If you do not fill out the paperwork to drop a class, the class will still show up on your grade record as a "WF," and this is harmful to your grade point average. Even if you never plan to go back to college, you may change your mind later, and having a "WF" on your record does not look good. It is usually very easy to withdraw from a class, if you just discuss it with your teacher and your advisor.

Special
Needs
services

Special Needs Services

St. Philip's College provides a wide variety of services for students with physical, visual, and health impairments, both temporary and permanent. All services are FREE to ST. Philip's College students.

Services include but are not limited to:

- Assistance through the registration process.
- Arranging accommodations in the classroom.
- Arranging special testing accommodations: extended time, quiet room, reader, and/or scribe.
- Helping students seek supplemental services.
- Getting textbooks recorded.
- Acting as liaison between student and instructor(s).
- Helping students transition from high school to college.
- Tutoring services (both group tutoring and individual tutoring).
- Campus orientation.

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Applying for Admission and Registering for Classes

If you are attending St. Philip's College for the first time, you will need to bring your high school transcripts or your GED scores. You will then need to pick up an admissions packet from the Admissions Office and make arrangements to take the Pre-TASP, a placement test, Before you can finish the enrollment process..

The Pre-Tasp is given at various times throughout the week in the Assessment Office (located inside the Counseling Office, SLC, 120), which can be found on the first floor of the Sutton Learning Center. To find the times of the test you can call the Counseling Office at (210) 531-3530.

The Pre-Tasp test is given to find out the level of reading, mathematics, and English skills you possess. The results of this test will indicate which English, mathematics, and/or reading class in which you need to enroll. As an individual with a physical, visual, and/or health disability, you may wish to request to take the Pre-Tasp with accommodations. Possible accommodations include, but are not limited to: extra time to finish the test, having someone read the test to you, using an "audible" calculator on the test, and taking short, frequent breaks. To set up accommodations for the Pre-Tasp, you must bring documentation of your disability to the Manager of Academic Support Services, **Joel Villarreal**, Educational Support Services, Sutton Learning Center, room 302.

After you receive your Pre-Tasp results and have filled-out your admission packet, you can then speak to an advisor and/or the Manager of Academic Support Services, **Joel Villarreal**, about possible courses you can take during the semester. You may want to work directly with Joel as you will receive extra assistance during the registration/enrollment process. After you have your courses entered into the computer by your advisor or Joel Villarreal, you can then proceed through the registration

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process as outlined in the course schedule for that semester. If you feel that physically you are unable to execute the standard registration procedure, a student assistant from Educational Support Services will be provided to complete the registration process for you. You may request this assistance from the Manager of Academic Support Services in room 302 of the Sutton Learning Center.

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Establishing Services

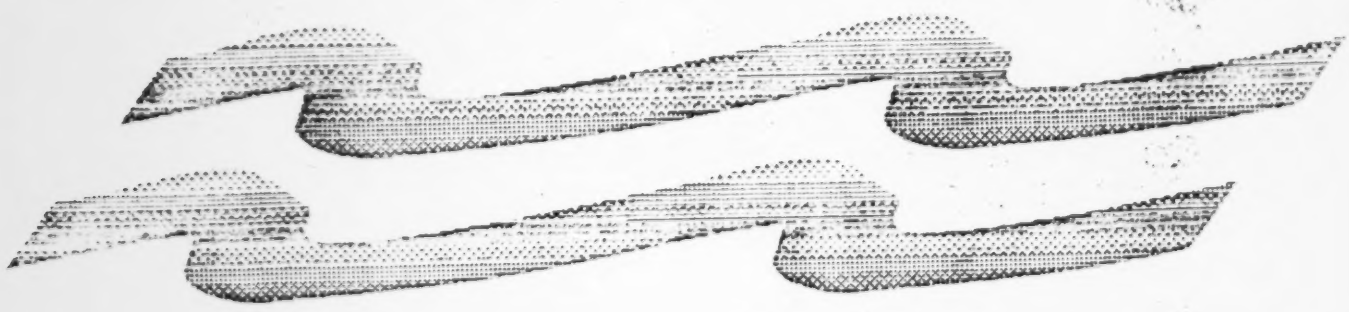
Applying for Services:

If you are coming to St. Philip's College for the very first time, your first step will be to arrange an appointment to see the Manager of Academic Support Services, **Joel Villarreal**, Sutton Learning Center, room 302, (210) 531-3527.

You must bring documentation of your disability or disabilities to this meeting. Acceptable forms of documentation include:

- Letter from a medical doctor
- Report from Texas Rehabilitation Commission
- Report from Texas Commission for the Blind
- Diagnostic results from any branch of the armed services
- Letter from rehabilitation clinic/hospital

At this meeting the Manager of Student Academic Support Services will discuss with you the services and accommodations at St. Philip's College that seem the most appropriate for your disability, and will acquaint you with the process for securing those services. Enrollment assistance will also be discussed, as well as information about admission requirements of the College.



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Maintaining Services

Once you have your initial meeting with your service provider (the Manager of Student Academic Support Services), there are two things that you must do in order to maintain your services:

1. Provide your service provider with a copy of your class schedule at the beginning of each semester so that disability letters can be prepared for your instructors.

2. Keep your service provider informed about your academic status and needs.

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APPENDICES

APPENDICES

APPENDICES

APPENDICES

Contents of Appendices

Samples of Documents Used by Service Providers in Educational Support Services

Description of Document	Form used? Learning and/or Psychological Disability	Hearing Impairment or Deaf	Physical, Visual or Health Related Disability
Student Master Data Form	YES	YES	YES
Student Questionnaire	YES	NO	NO
Recording for the Blind Application	YES	NO	YES
Disability Letters	YES	YES	YES
Contact Summary Forms	NO	YES	YES

ST. PHILIP'S COLLEGE
LEARNING DISABILITIES PROGRAM

Name: _____ Date: _____
Social Security Number: _____
Date of Birth: _____ Major: _____

Student Report Questionnaire

To the Student: While **voluntary**, the answers you provide on this Questionnaire will be most valuable in determining how we may best assist you. Please answer all questions to the best of your ability. Information gathered on this Questionnaire is considered CONFIDENTIAL and will not be shared without your permission.

BACKGROUND INFORMATION

Family History

1. Have any members of your immediate family (e.g., parents; brothers; sisters) experienced difficulties in school? _____ Yes _____ No

   If **yes**, please describe. _____

   _____

   _____

2. Have any members of your family been diagnosed as having a learning disability? _____ Yes _____ No

   If **yes**, what relationship is the family member to you? _____

   What is the specific area of concern? _____

   _____

3. Have you ever been diagnosed as having a learning disability? _____

   _____ Yes _____ No

   If **yes**, what is the specific area of concern? _____

   _____

   When was the identification made, and by whom? _____

   _____

What services were provided for you? _____

_____

_____

How long did you use these services? (**Check** the answer that best describes you)

_____ 1-3 Years _____ 4-6 Years _____ 7-9 Years _____ Over 9 years

4. What was/is the primary language spoken in your home? _____
5. If **not** English - How old were you when you began to learn English? _____

Health History

1. Were there any medical complications (premature, difficult delivery, etc.) before, during, or after your birth? _____ Yes _____ No

   If **yes**, please describe in detail the nature of the complication(s). _____

   _____

   _____

   _____

2. Please **check** any conditions which apply to you.

   _____ Head Injury _____ Ear Infections _____ Asthma
   _____ Diabetes _____ Vision Problems _____ Allergies
   _____ Seizures _____ Other: (specify) _____

   For each item **checked**, please describe further. _____

   _____

   _____

   _____

3. Have you ever been hospitalized? _____ Yes _____ No
If **yes**, Why? _____

_____

_____

4. Has illness or injury ever interrupted your attendance in school?
_____ Yes _____ No

If **yes**, during what grade(s)? _____

For how long? _____

Describe the illness or injury. _____

_____

_____

5. Are you now, on any medication? _____ Yes _____ No

If **yes**, what is the name of the medication(s)? _____

_____

What is the purpose of the medication(s)? _____

_____

6. Do/did you use other drugs or alcohol? _____ Yes _____ No
If **yes**, describe what, how much, and how frequently. _____

_____

_____

7. When was your last physical examination? _____

8. When was your last eye examination? _____

9. When was your last hearing examination? _____

10. Have you ever participated in individual or group counseling?
_____ Yes _____ No

If you answered **yes** to question 10, please describe further.

_____

_____

_____

_____

11. Please indicate your current state of physical health by **checking** the answer that fits you best.

_____ Excellent _____ Good _____ Average _____ Poor _____ Not Sure

12. Please indicate your current state of mental health by **checking** the answer that fits you best.

_____ Excellent _____ Good _____ Average _____ Poor _____ Not Sure

Academic History

1. Did you attend a preschool, nursery school, or kindergarten?

_____ Yes _____ No

2. Did you ever repeat a grade? _____ Yes _____ No

If **yes**, what grade(s) and why? _____

_____

3. How many different schools did you attend from:
Kindergarten through 6th grade? _____
7th through 12th grade? _____

4. Did you _____ Graduate from high school? _____ Year
_____ Earn your GED? _____ Year

5. How frequently were you absent each year while in high school?
_____ Average number of days per year.

6. What was the most frequent reason for your absences?

_____ Illness _____ Disciplinary Action _____ Work
_____ Moving _____ Lack of Interest _____ Other

If **other**, please describe further: _____

_____

7. Have you ever missed two consecutive weeks or longer?

_____ Yes _____ No

8. Have you ever been placed in a special education, remedial class, and/or resource class?

_____ Yes _____ No

If you checked **yes** to question 8, what type of class were you in? (**Check** all that apply.

_____ Special Education _____ Resource Class _____ Remedial Class

What grade were you in when you were placed? _____

How long were you in special education, remedial classes and/or resource classes? _____

9. What was the approximate size of your senior class in high school? _____

10. What was your class rank? (**Check** the answer that best describes you)

_____ Top 25% _____ Middle 50% _____ Lower 25%

11. **Check** the courses which were the most difficult for you in **high school**.

_____ History _____ English _____ Natural Science
_____ Reading _____ Algebra _____ Social Sciences
_____ Basic Math _____ Geometry _____ Foreign Languages
_____ Other: (specify) _____

Of those **checked**, why do you feel they were difficult? _____

_____

_____

12. Approximately how much time **per day** did you spend on extracurricular activities during high school? (**Check** the answer that best describes you)

_____ 1-3 Hours _____ 4-6 Hours _____ More than 6 hours

15. Approximately how much time **per day** did you spend studying? (Check the answer that best describes you)

_____ 1-3 Hours _____ 4-6 Hours _____ More than 6 hours

CURRENT INFORMATION

Academic Information

1. How many semesters have you been at St. Philip's College? (**Check** the answer that best describes you)

_____ First Semester _____ 2-4 Semesters _____ 5-6 Semesters

_____ 7-8 Semesters _____ 9-10 Semesters _____ 10 and over

2. What is your current Grade Point Average? (GPA) _____

3. Are you currently on Academic Probation? _____ Yes _____ No

4. Of the following, place a **check** mark next to those areas in which you have difficulties.

_____ Writing	_____ English	_____ Natural Sciences
_____ Reading	_____ History	_____ Social Sciences
_____ Spelling	_____ Math	_____ Foreign Languages
_____ Vocabulary	_____ Taking Tests	_____ Remembering Information

_____ Other: (specify) _____

5. Have you discussed the difficulties you are having with your instructor(s)?

_____ Yes _____ No

6. What other efforts have you tried to receive assistance in your courses?

_____

_____

7. Of the following, which teaching method do you prefer? (**Check** all that apply)

_____ Lecture
_____ Small Group Discussion
_____ Hands-on Approach
_____ Combination of Lecture & Hands-on
_____ Combination of Lecture & Small Group Discussion
_____ Combination of Small Group Discussion & Hands-on
_____ Combination of all three
_____ Other: (specify)_____

8. What test format(s) do you prefer? (**Check** all that apply)

_____ Short Answer
_____ Essay
_____ Oral
_____ Multiple Choice
_____ True/False
_____ Other: (Please specify) _____
_____

9. Describe how you study for an exam. _____

_____

_____

_____

10. Approximately how much time do you spend studying **each day**? (**Check** the answer that best describes you)

_____ 1-3 Hours _____ 4-6 Hours _____ More than 6 hours

11. Of the following, place a **check mark** next to those which you **currently** utilize on a regular basis.

_____ Tape Record Lectures
_____ Charts/Diagrams
_____ Group Review Sessions
_____ Outline Text
_____ Tutoring Sessions
_____ Highlight Text
_____ Re-write Lecture Notes
_____ Library Resources
_____ Study Partner
_____ Other: (specify)_____

12. If you **don't** use any of the items listed above - please explain why.

_____

_____

13. Of the following, **check** those areas with which you have difficulty.

_____ Getting the main idea of the material
_____ Understanding class lectures
_____ Memorizing facts and/or dates
_____ Concentrating when studying
_____ Concentrating during the lecture
_____ Being prepared for class and/or tests
_____ Remembering telephone numbers
_____ Remembering names of people and/or places
_____ Reversing letters or numbers
_____ Sequencing steps of a task
_____ Reading/following directions or maps
_____ Understanding what I read
_____ Keeping up with assignments
_____ Meeting new people
_____ Attending class
_____ Beginning assignments
_____ Organizing written papers
_____ Writing speed
_____ Oral expression of thoughts
_____ Talking to the instructor
_____ Budgeting time
_____ Completing assignments
_____ Keeping appointments
_____ Writing legibility
_____ Learning formulas
_____ Other: (specify)_____

14. **Check** any of the following campus resources you are **currently** using.

_____ Computer Lab
_____ Tutoring Services
_____ Math Dept. Tutors
_____ Counseling Office
_____ Writing Center
_____ Reading Lab
_____ Vocational Success Program
_____ Other: (specify)_____

14. **Check** any of the following resources outside of the college that you are **currently** using.

_____ Alcohol/Drug Rehab
_____ In-Patient Psychiatric Care
_____ Private Counseling
_____ Occupational Therapy
_____ Texas Rehab. Commission
_____ Out-Patient Psychiatric Care
_____ Relaxation Therapy
_____ Physical Therapy

Of those checked, please describe further. _____

_____

_____

General Information

1. Are you employed? _____ Yes _____ No

   If **yes**, What type of work do you do? (**Check** the answer that best describes you)

   _____ Professional _____ Sales _____ Clerical/Office

   _____ Medical _____ Education _____ Hotel/Restaurant

   _____ Trades/Technical

2. How many hours do you work per week? (**Check** the answer that best describes you)

   _____ 1-10 Hours _____ 11-20 Hours _____ 21-30 Hours

   _____ 31-40 Hours _____ 40 Hours _____ Varies

3. How many credit hours are you currently registered for? _____

4. What classes are you taking this semester? (Please fill-in chart)

Course Name	Course Number	Day/Time Class Meets	Instructor

This concludes the intake screener. Thank you for your contributions. You will be contacted by phone to schedule your personal interview.

Recording for the Blind
20 Roszel Road
Princeton, New Jersey 08540

(609) 452-0606 • FAX (609) 987-8116
For book orders and inquiries,
call toll free, (800) 221-4792

APPLICATION FOR SERVICE

What is Recording for the Blind? Recording for the Blind, or just "RFB," is a nonprofit service organization that provides recorded educational books and related library services to people with print disabilities. RFB has an extensive lending library of books already recorded and a recording service for additional titles.

What types of books are available? RFB records educational books in all subjects and at all academic levels from 5th grade* through postgraduate studies. These include textbooks, research materials, and a variety of computer manuals. We also record fiction, drama, and poetry in a number of languages.

*RFB's lending library has some 1st-4th grade books. However, we are no longer adding to this part of the collection, and our recording service presently begins at the 5th grade level. For an overview of the 1st-4th grade books we do have, please contact our reference librarian.

Who uses RFB? RFB serves students of many ages as well as people no longer in school who use educational books to pursue careers or personal interests. The only requirement is a documented print disability — blindness, low vision, learning disabilities, or other physical impairments that affect reading.

What does it cost? A one-time registration fee of ~~$XX~~ $ 37.50 should be included with your application. Checks, money orders, purchase orders, and vouchers are accepted and should be made payable to "Recording for the Blind." Registration provides unlimited and lifetime use of RFB's services.

Do I need special equipment? Yes! RFB's taped books require a cassette player that will play 4-track, 15/16 ips (inches per second) cassettes. If you do not have this equipment, RFB can refer you to appropriate sources.

How do I find out more? Call and ask for our booklet, "A Guide to Using Recording for the Blind's Services."

PART I - APPLICANT INFORMATION

Please complete the following for RFB's records.

Your name: ☐ Miss ☐ Mrs. ☐ Ms. ☐ Dr. ☐ Mr. _____
last first m. i.

Date of birth: _____ Social Security number: _____

Home address:

_____

_____

_____
city state zip

_____
country

Mailing address:

_____

_____

_____
city state zip

_____
country

Home telephone: ( ) _____ Daytime telephone: ( ) _____

Part I continued on page 2

PART I - continued

Are you presently a student? _____ yes _____ no (if no, please skip to Part II)

Please indicate the type of school you are attending:

_____ Elementary, Middle, or Intermediate School (K-8)
_____ High School (9-12)
_____ Vo-Tech School or Technical College
_____ College or University (undergraduate)
_____ Graduate or Professional School

Name and address of your school:

_____

_____

_____

city state zip

For K-12 students:

Name of your parent(s) or guardian(s):

_____

last first m. i.

Does your school have an Individualized Education Program (IEP) for you? _____ yes _____ no

For college or graduate students:

What is your major(s) or field(s) of study?

_____

_____

PART II - DISABILITY VERIFICATION

Part II, including the certification on page 4, should be completed by a professional in disability services, education, medicine, psychology, or a related area. OR - if you are receiving services from a cooperating network library for the blind and physically handicapped, send us a copy of a mailing label from any book, catalog, or magazine that you have received from this service. We will accept it as verification of your disability in place of the certification section on page 4.

For applicants in Canada or the United Kingdom: if you are registered with the Canadian National Institute for the Blind (CNIB), Crane Memorial Library of the University of British Columbia, or the Royal National Institute for the Blind (RNIB), you may send similar proof of registration with them as verification of disability.

Instructions for Part II:

1. Complete one of the following sections: "Blindness/Visual Impairment," "Specific Learning Disability," or "Other Physical Impairment or Print Disability." (If applicant has multiple disabilities, complete all that apply.)

2. Complete the certification section on page 4.

BLINDNESS/VISUAL IMPAIRMENT

Please check one: _____ legal blindness _____ other visual impairment

Do you read braille? _____ yes _____ no Onset of disability: _____ (if not at birth, give year)

Primary cause (please check one):

_____ albinism
_____ amblyopia
_____ cataract
_____ diabetic retinopathy
_____ diplopia
_____ glaucoma
_____ injury to eye
_____ macular degeneration
_____ nystagmus
_____ optic atrophy
_____ retinal detachment
_____ retinitis pigmentosa
_____ retinopathy of prematurity
_____ Stargardt's syndrome
_____ strabismus
_____ trauma (closed head)
_____ tumor
_____ other — please describe: _____

_____

SPECIFIC LEARNING DISABILITY

Please indicate tests that were used in the assessment process to identify a specific learning disability. At least one test in each area should be checked. If a relevant test or segment of the assessment process is not reflected here, please check "other" and describe the instrument used.

1. Intellectual Assessment

_____ Kaufman Assessment Battery for Children (K-ABC)
_____ Leiter International Performance Scale
_____ Stanford-Binet Intelligence Scale: Fourth Edition
_____ Wechsler Adult Intelligence Scale-Revised (WAIS-R)
_____ Wechsler Intelligence Scale for Children-Revised (WISC-R)
_____ Woodcock-Johnson Psycho-Educational Battery, Part I-Cognitive Ability (WJPEB-I or WJ-R-Cog)
_____ other:_____

2. Information Processing

_____ Bender Visual Motor Gestalt Test
_____ Benton Visual Retention Test
_____ Detroit Tests of Learning Aptitude
_____ Halsted-Reitan Neuropsychological Test Battery for Adults
_____ Modern Language Aptitude Test (MLAT)
_____ Slingerland Screening Tests
_____ Wechsler Adult Intelligence Scale-Revised (WAIS-R)
_____ Wechsler Intelligence Scale for Children-Revised (WISC-R)
_____ Woodcock-Johnson Psycho-Educational Battery, Part I-Cognitive Ability (WJPEB-I or WJ-R-Cog)
_____ other:_____

3. Achievement

_____ Brigance Diagnostic Inventory of Essential Skills
_____ Gray Oral Reading Tests-Revised
_____ Kaufman Assessment Battery for Children (K-ABC)
_____ Peabody Individual Achievement Test (PIAT)
_____ Peabody Picture Vocabulary Test-Revised (PPVT-R)
_____ Spache Diagnostic Reading Scales
_____ Stanford Diagnostic Reading Test (SDRT)
_____ Stanford Test of Academic Skills (TASK)
_____ Test of Reading Comprehension (TORC)
_____ Test of Written Language (TOWL)
_____ Wide Range Achievement Test-Revised (WRAT-R)
_____ Woodcock-Johnson Psycho-Educational Battery, Part II-Tests of Achievement (WJPEB-II or WJ-R-Ach)
_____ other:_____

Name and professional capacity of person who administered testing:

_____

_____

Please describe how disability limits applicant's ability to read:

_____

_____

_____

_____

_____

OTHER PHYSICAL IMPAIRMENT OR PRINT DISABILITY

Onset of disability: _____ (if not at birth, give year)

Primary cause (please check one):

_____ arthritis
_____ cancer
_____ cerebral palsy
_____ epilepsy
_____ head injury
_____ multiple sclerosis
_____ other neurological disorder
_____ quadriplegia
_____ spina bifida
_____ stroke
_____ other print disability — please describe: _____

_____

_____

_____

Please describe how disability limits applicant's ability to read:

_____

_____

_____

_____

_____

CERTIFICATION

I certify that the information provided in this verification of disability is accurate.

Name of Certifying Professional: _____

Professional Capacity: _____

Place of Employment: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Daytime Telephone: (_____) _____ Signature: _____

NOTE: The "certifying professional" may be any professional in disability services, education, medicine, psychology, or a related area who is familiar with the applicant's print disability.

_____

Thank you for completing RFB's application for service.
We hope to be of service to you soon!

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

Educational Support Services
Learning Disabilities Program
Sutton Learning Center, Room 302
(210) 531-3474

Date: _____

To: Instructor _____ Subject _____

From: Student _____ SS# _____

I have been identified as having a disability/disabilities as defined in Section 504 of the Rehabilitation Act and the Americans With Disabilities Act.

Despite my disability/disabilities, I know I am responsible for:

_____ _____

_____ _____

_____ _____

Way(s) I learn best:

_____

_____

To equalize my chances of success in the classroom, I would benefit from the following accommodations:

_____ _____

_____ _____

_____ _____

_____ _____

These services are in accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E which states: "colleges and universities may NOT measure student achievement using modes that adversely discriminate against the student with a disability. In addition, it entitles the student the right to have complete CONFIDENTIALITY." Therefore, it may be beneficial for the students, as well as yourself, to have a private conference to discuss the student's disability and how his/her needs can be accommodated. Please feel free to contact this office at the number above for more information about this student, and how we might coordinate the above services.

Rhonda H. Rapp
Learning Disabilities Specialist

Joannis K. Flatley, Director
Educational Support Services

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

Educational Support Services
Interpreter Services
Sutton Learning Center, Room 302
(210) 531-3519

Date: _____

To: Instructor _____ Subject _____

From: Student _____ SS# _____

I have been identified as having a disability/disabilities as defined in Section 504 of the Rehabilitation Act and the Americans With Disabilities Act.

Despite my disability/disabilities, I know I am responsible for:

_____ _____

_____ _____

_____ _____

Way(s) I learn best:

_____

_____

To equalize my chances of success in the classroom, I would benefit from the following accommodations:

_____ _____

_____ _____

_____ _____

_____ _____

These services are in accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E which states: "colleges and universities may NOT measure student achievement using modes that adversely discriminate against the student with a disability. In addition, it entitles the student the right to have complete CONFIDENTIALITY." Therefore, it may be beneficial for the students, as well as yourself, to have a private conference to discuss the student's disability and how his/her needs can be accommodated. Please feel free to contact this office at the number above for more information about this student, and how we might coordinate the above services.

_____

Tony A. Wright
Manager, Interpreter Services

_____

Joannis K. Flatley, Director
Educational Support Services

ST. PHILIP'S COLLEGE
A Point of Pride in the Community

Educational Support Services
Special Needs Services
Sutton Learning Center, Room 302
(210) 531-3512

Date: _____

To: Instructor _____ Subject _____

From: Student _____ SS# _____

I have been identified as having a disability/disabilities as defined in Section 504 of the Rehabilitation Act and the Americans With Disabilities Act.

Despite my disability/disabilities, I know I am responsible for:

_____ _____

_____ _____

_____ _____

Way(s) I learn best:

_____

_____

To equalize my chances of success in the classroom, I would benefit from the following accommodations:

_____ _____

_____ _____

_____ _____

_____ _____

These services are in accordance with Section 504 of the Rehabilitation Act of 1973, Subpart E which states: "colleges and universities may NOT measure student achievement using modes that adversely discriminate against the student with a disability. In addition, it entitles the student the right to have complete CONFIDENTIALITY." Therefore, it may be beneficial for the students, as well as yourself, to have a private conference to discuss the student's disability and how his/her needs can be accommodated. Please feel free to contact this office at the number above for more information about this student, and how we might coordinate the above services.

_____ _____

Abel Villarreal
Manager, Academic Support Services

Joannis K. Flatley, Director
Educational Support Services

Contact Summary Log

Student_____ Contact_____

Subject/Class_____ Contact Number_____

Date_____ Time In_____ Time Out_____

☐ Mobility Assistance ☐ Walk-In
☐ Interpreter ☐ Appointment
☐ Reader ☐ No Show/Cancelled(circle)

Comment: _____

Student_____

Subject/Class_____ Contact Number_____

Date_____ Time In_____ Time Out_____

☐ Mobility Assistance ☐ Walk-In
☐ Interpreter ☐ Appointment
☐ Reader ☐ No Show/Cancelled(circle)

Comment: _____

Student_____

Subject/Class_____ Contact Number_____

Date_____ Time In_____ Time Out_____

☐ Mobility Assistance ☐ Walk-In
☐ Interpreter ☐ Appointment
☐ Reader ☐ No Show/Cancelled(circle)

Comment: _____

Student_____

Subject/Class_____ Contact Number_____

Date_____ Time In_____ Time Out_____

☐ Mobility Assistance ☐ Walk-In
☐ Interpreter ☐ Appointment
☐ Reader ☐ No Show/Cancelled(circle)

Comment: _____

Student_____

Subject/Class_____ Contact Number_____

Date_____ Time In_____ Time Out_____

☐ Mobility Assistance ☐ Walk-In
☐ Interpreter ☐ Appointment
☐ Reader ☐ No Show/Cancelled(circle)

Comment: _____

_____ _____ _____
Signature Supervisor Signature Date

Contact Summary Log

Student _____

Staff Member _____

Subject/Class _____

Date_____ Time In_____ Time Out_____

- ☐ Reader
- ☐ Scribe
- ☐ Letters
- ☐ Registration (please comment)
- ☐ Proctor
- ☐ Other (please comment)

Comment: _____

_____

_____

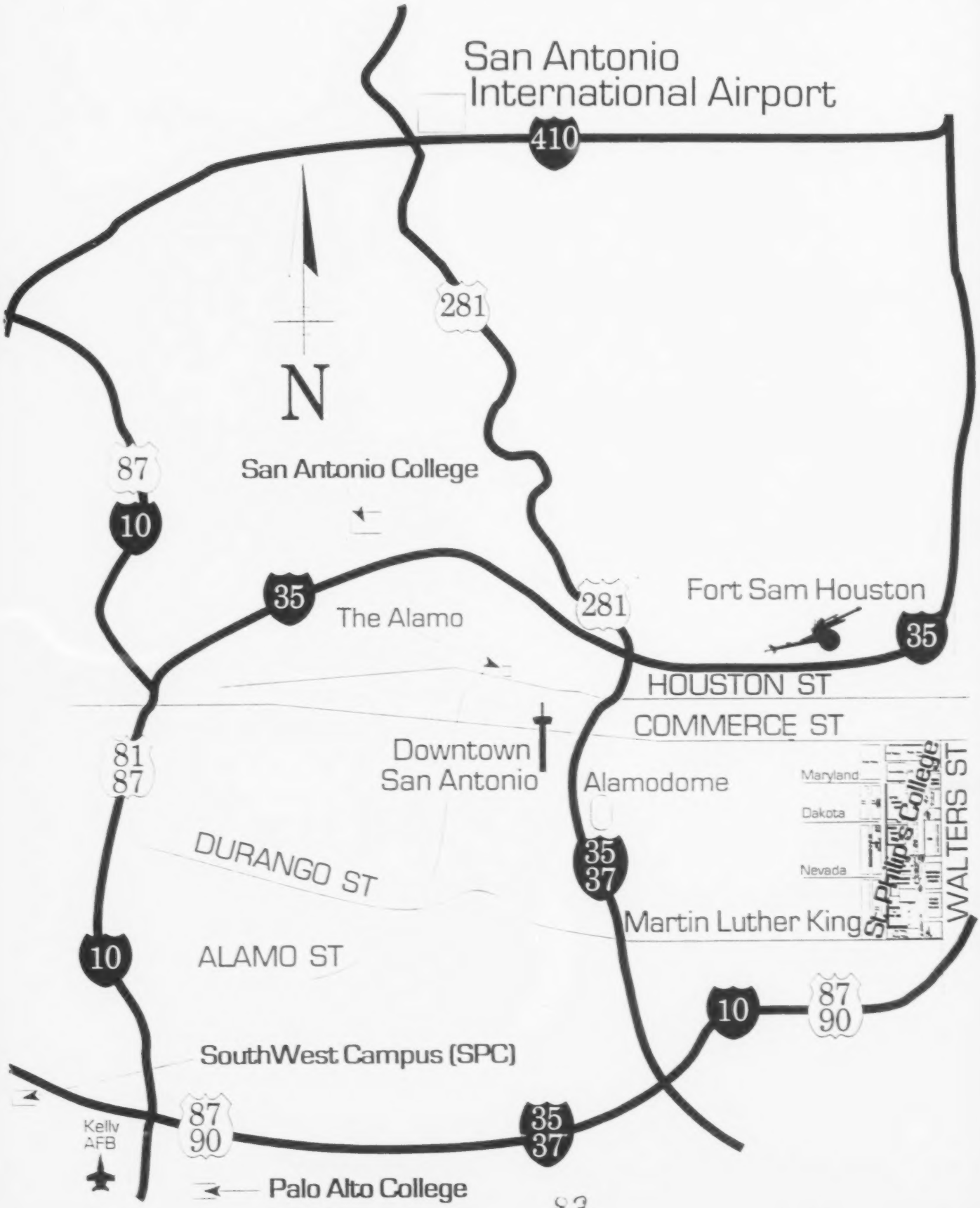
_____

_____

_____ _____

Signature Supervisor Signature

Important Maps


San Antonio
International Airport
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The Alamo
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Fort Sam Houston
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HOUSTON ST
COMMERCE ST
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Downtown
San Antonio
Alamodome
Maryland
Dakota
Nevada
St. Philip's College
WALTERS ST
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DURANGO ST
Martin Luther King
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ALAMO ST
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SouthWest Campus (SPC)
Kelly
AFB
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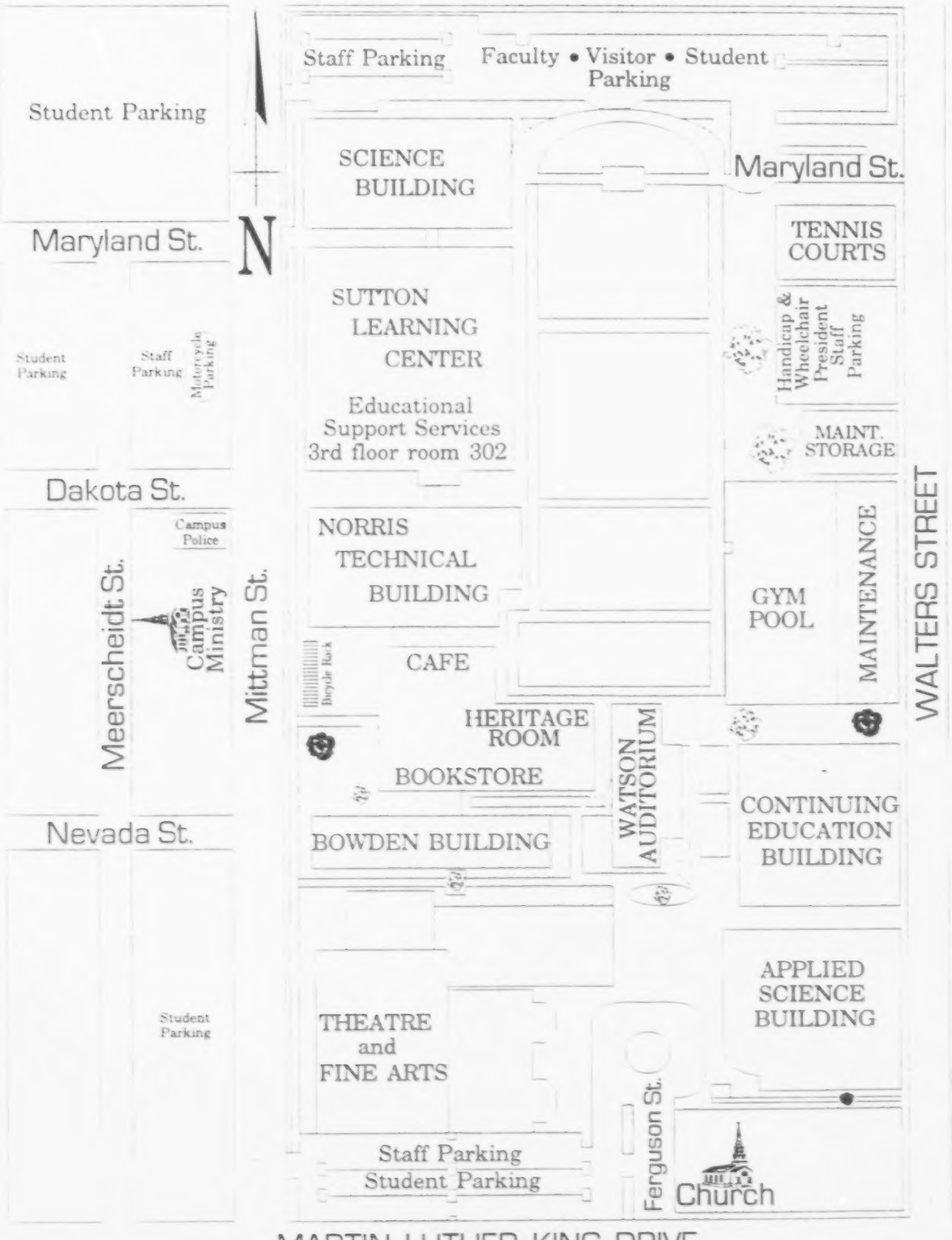
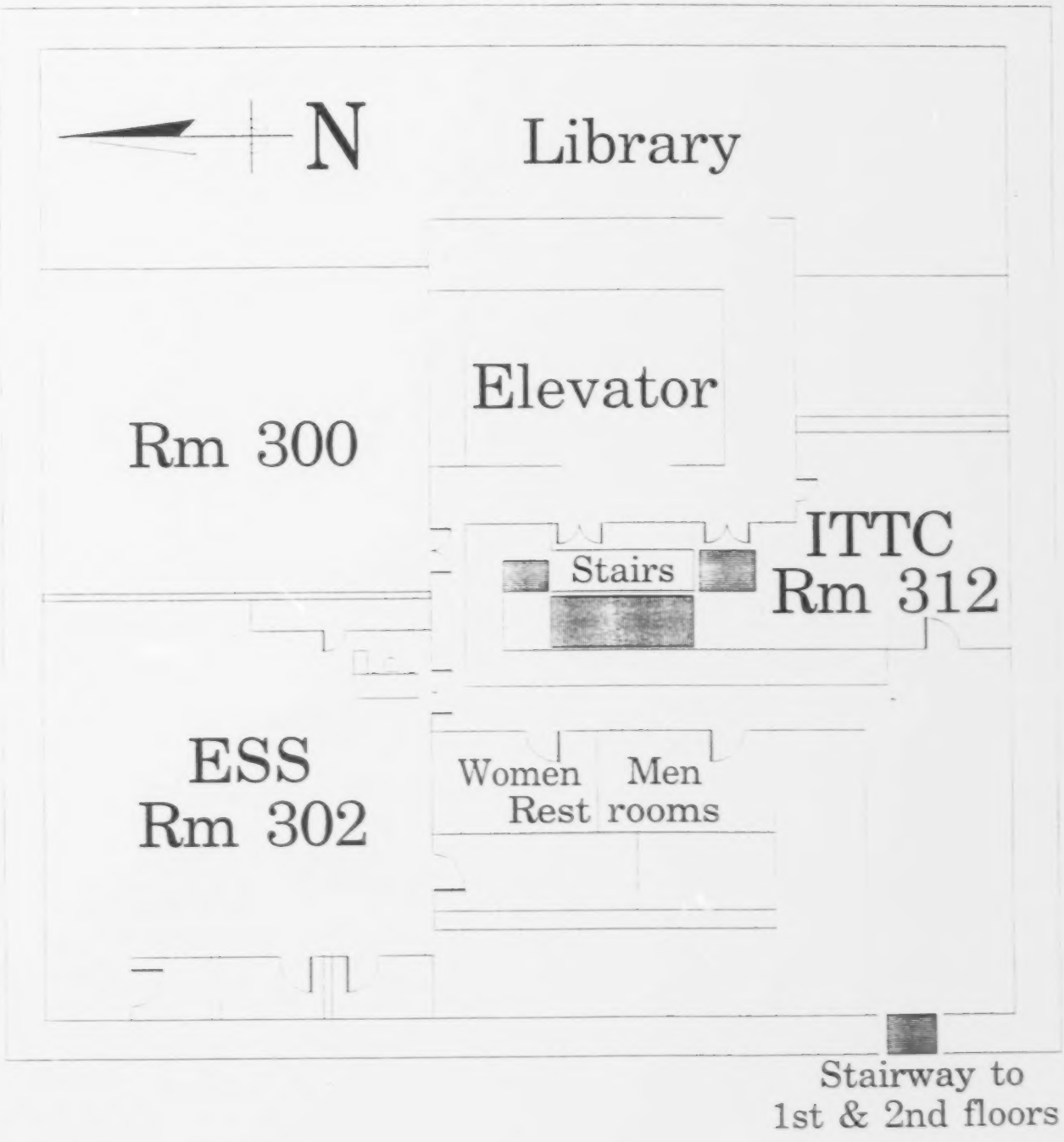
Palo Alto College

ST. PHILIP'S COLLEGE CAMPUS

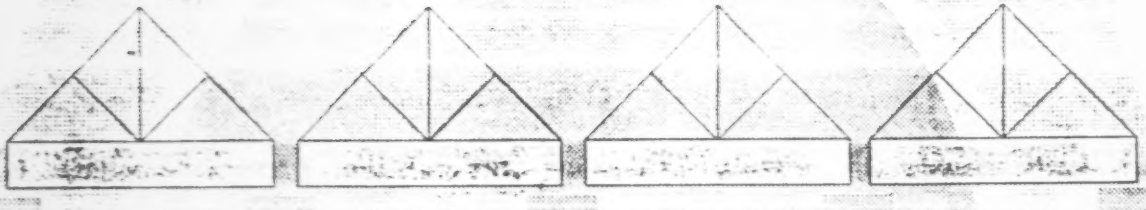


Drawing by: Dimas L. Reyes · Educational Support Services Department

3rd Floor SLC Building



THIS HANDBOOK AVAILABLE IN ALTERNATIVE FORMATS UPON REQUEST.



ST. PHILIP'S COLLEGE

A Point of Pride in the Community

St. Philip's College is an equal opportunity institution; no one shall be subject to discrimination on the basis of gender, race, color, national origin, religion, disability, or age.